

WCES 2012

The relationship among organizational trust, multidimensional organizational commitment and perceived organizational support in educational organizations

Cevat Celep ^{a*}, Ozge Eler Yilmazturk ^b

a Kocaeli University Faculty of Education, Umuttepe Campus, 41380, Kocaeli, Turkey

b Teacher, Department of National Education Department, Izmir, Turkey

Abstract

The purpose of this research is to determine the relationship among organizational trust, perceived organizational support and commitment of teachers working in public primary schools. The research sample was 315 teachers from 18 public primary schools in Golcuk, Kocaeli. The scales used in the research were the Perceived Organizational Support Scale by Eisenberger et.al., The Multidimensional Organizational Commitment Scale by Celep (2000) and The Organizational Trust Scale by Polat (2007). Data were analyzed through SPSS 13.0 for Windows and an initial factor analysis was followed by Anova and regression analyses. The research results revealed significant relationships between the variables. There was a significant positive correlation between teachers' perceived organizational support and their organizational commitment. The results differed according to gender in that female teachers were found to be more committed to the organization than male participants. In terms of perceived organizational support, the more the teachers had perceived organizational support, the more they became committed to their organizations. Perceived organizational support and the level of organizational commitment were higher in females than in males. No other significant differences were found with regard to other demographic features.

Key Words: Organizational Trust, Organizational Commitment, Perceived Organizational Support.

© 2012 Published by Elsevier Ltd. Selection and/or peer review under responsibility of Prof. Dr. Hüseyin Uzunboylu
Open access under [CC BY-NC-ND license](#).

1. Introduction

In the second half of 20th century, the organizations with social awareness started a shift from administrative bureaucracy to supportive management structure that created a secure environment together with support and cooperation (Shaw, 1997). Recently, this shift has focused on the recognition and formation of new management styles that emphasizes cooperation within teams (Koeszegi, 2004; 640). This was because the institutions left the hierarchical structures and started to form new team centered structures. As a result, the workers gradually became more interdependent in order to be employed and achieve organizational success (Shaw, 1997; Whitener, Brodt, Korsgaard & Werner, 1998).

*.Cevat Celep Tel.: +90-262 3591133

E-mail address: celep@kocaeli.edu.tr, ccelep@gmail.com

Long term worker relationships are compelling; today, institutions are experiencing a continuous change as a result of competitive labor market, demanding needs of workers and their expectations regarding their organizations (Cummings & Worley, 2001).

2. Problem

Global economy is going through a social revolution as a result of the growing competitive labor market (Mayer, Davis, Schoorman, 1995). During the industrial revolution, competitive organizations were attached bureaucratic structures that were following strict politics (Show, 1997). This formal order created social insecurity that caused weak relationships between the workers and the management Shaw (1997) states that worker trust is an indispensable component of organizational change for it increases the probability of successful change. There is a big number of research on the lack of trust in state, private and military organizations and related problems (Fairholm, 1994).

In the past, researchers indicated a number of important variables that increased the role of human in organizational success (Koeszegi, 2004). These variables include worker-organization commitment (Mayer & Allen, 1991), labor autonomy (Shaw, 1997; Whitener et. al, 1998), job satisfaction, organizational citizenship behavior and organizational rights (McFarlin & Sweeney, 1992) and perceived organizational support.

Another variable that increases the role of human in organizational success is “worker trust” (Cook & Wall, 1980, Shaw, 1997; Shea, 1994; Sonnenberg, 1994). Research findings indicate the validity of trust in public, private and military institutions and its role in organizational growth, personal and organizational efficiency and facilitation of constructive human relations (Cook&Wall, 1980; Covey, 1990; Hosek, 2003; Sonnenberg, 1994). Besides, worker trust for leaders and colleagues increase organizational success and organizational loyalty. Other consequences of trust are corporate commitment, organizational citizenship behavior and low capital objectives.

Since educational institutions are human-dense settings and they are based on values, foci of organizational commitment and the level of commitment of workers, their trust to other colleagues and the management and their perceived organizational support play an important role in the work life and in the realization of educational objectives. With this respect, it is still an important issue to determine what teachers are committed to and the level of this commitment as well as to determine how effective are perceived organizational trust and organizational support are in this commitment.

3. Research Questions

The purpose of the research was to determine the public school teachers’ level of perception regarding organizational trust, organizational commitment and organization trust. In order to do this, following research questions were addressed:

- Is trust to colleagues positively correlated with organizational commitment?
- Is trust to managers positively correlated with organizational commitment?
- Is trust to organization positively correlated with organizational commitment?
- Is trust to colleagues positively correlated with perceived organizational support?
- Is trust to managers positively correlated with perceived organizational support?
- Is trust to organization positively correlated with perceived organizational support?
- Do teacher’s perceptions of mobbing applied by colleagues differentiate depending on gender and branch?
- Is there a difference in teacher’s perceptions of mobbing applied by colleagues in terms of work method and duration of time working with the same principal?

4. Research Method

This part of the paper explains the population and the sample of the research; the tools and ways of data gathering and the statistical techniques used for analyzing research data. A descriptive correlation survey design was employed as the research aimed to determine the relationship among teachers' perceived organizational trust, commitment and support.

4.1. Study Sample: The population of the research was the city of Kocaeli in 2009-2010 school year, and the sample were teachers working in 18 different schools in Golcuk. The choice of sample was affected by some factors such as ease of reachability, affordability and time limits; therefore, a number of 315 teachers were selected through systematic sampling.

4.2. Data Collection Instruments: After a comprehensive literature review and crosscheck of theoretical and practical studies, a questionnaire was prepared. Three scales were used in the study:

4.2.1. Multidimensional Organizational Commitment Scale: This scale was developed by Celep (2000) and consists of 4 dimensions.

4.2.2. Organizational Trust Scale: Developed by Polat (2007), this survey consists of 3 dimensions.

4.2.3. Perceived Organizational Support Scale: This is a one dimensional scale developed by Celep (2000).

The questionnaire consisted of 78 items. The first six multiple choice items indented to determine the demographic features of the participants. The distribution of other Likert type items were as follows: items 1-28 were about the multidimensional organizational commitment (commitment to school, commitment to teaching, commitment to the profession, commitment to work team). The items 29-40 were about trust to colleagues, 41-52 were about trust to work setting, 53-64 were about trust to management and 65-72 were about perceived organizational support.

In order to evaluate the reliability of the questionnaire, it was applied to a group of 50 participants (N of Cases = 50,0) in a preliminary study. The reliability of the 72 item questionnaire was evaluated by alpha coefficient of Cronbach, which was found 0,951 after the analysis. As this was very close to 1.00, the questionnaire was highly reliable and convenient for the study. In order to determine the factor structures of the research variables, Principal Components Analysis was applied and an additional Varimax Rotation was employed to form factor groups. Factor analysis was applied to the items in order to evaluate the structure validity of the questionnaire. The following table shows the factor loading, alpha values and extracted variance values (Seeing Appendix A).

Table 1 Factor Analysis Values of Multidimensional Organizational Commitment Scale

Factors	Number of Items	Cronbach Alpha	Extracted Variance	Mean	S.Deviation
Commitment to profession	6	0,802	23,438	4,300	0,668
Commitment to teaching	7	0,655	19,826	4,162	0,465
Commitment to work team	6	0,650	12,299	3,756	0,728
Commitment to school	9	0,623	7,871	3,770	0,492
Total Extracted Variance			63,438		
Cronbach Alpha			0.84		
KMO Test			0.64		
Bartlett's Test of Sphericity			X ² :7643,014; Sig:0,001		

Factor loadings were at acceptable levels when social sciences are concerned. Factor loadings of the items in commitment to teaching profession were between 0,856-0,692; commitment to teaching were 0,789-0,602; commitment to work team were 0,746-0,552 and commitment to school were 0,735-0,532.

Table 2 Factor Analysis Values of Perceived Organizational Support Scale

Factors	Number of Items	Alpha	Extracted Variance	Mean	S. Deviation
Trust To Work Team	12	0,911	28,365	3,998	0,686
Trust To Work Setting	12	0,923	22,481	3,896	0,762
Trust To Management	12	0,947	13,937	4,087	0,780
Total Extracted Variance			64,783		
Cronbach Alpha			0,959		
KMO Test			0,842		
Bartlett's Test of Sphericity			X ² :15288,606; Sig:0,001		

Factor loadings of the items in trust to work team were between 0,887-0,651; trust to work setting were 0,879-0,654; trust to management were 0,804-0,505.

Table 3 Factor Analysis Values of Perceived Organizational Support Scale

Factors	Number of Items	Alpha	Extracted Variance	Mean	S. Deviation
Perceived Organizational Support	8	0,769	57,63	2,870	0,768
Total Experienced Variance					57,63
Cronbach Alpha					0,727
KMO Test					0,727
Bartlett's Test of Sphericity					X ² :2030,958; Sig:0,001

Factor analysis results revealed that the factor loadings of the items in perceived organizational support were between 0,765-0,511. These values are also at an acceptable level for social sciences (Seeing Appendix B).

5. Findings

The results of the correlation analysis made to determine the relationship among organizational trust, multi-dimensional organizational commitment and perceived organizational support are as follows (Table 4).

Table 4 Pearson Correlation between Organizational Trust, Multidimensional Organizational Commitment and Perceived Organizational Support

Correlations	T.W.	C.G.G.	T.W.S.	T.M.	P.O.S	C.S.	C.T.	C.P.	C.W.C.
Organizational Commitment	1								
Trust To Work Team	,77(**)	1							
Trust To Work Setting	,65(**)	,73(**)	1						
Trust To Management	,36(**)	,47(**)	,58(**)	1					
Perceived Org. Support	,13(*)	,28(**)	,24(**)	,42(**)	1				

Commitment To School	,79(**)	,54(**)	,48(**)	0,10	0,01	1			
Commitment To Teaching	,86(**)	,59(**)	,49(**)	,34(**)	-0,00	,60(**)	1		
Commitment To Profession	,68(**)	,65(**)	,46(**)	,28(**)	,12(*)	,22(**)	,54(**)	1	
Commitment To Work Team	,82(**)	,60(**)	,56(**)	,21(**)	,27(**)	,80(**)	,60(**)	,35(**)	1

** correlation is significant at 0,01

* correlation is significant at 0,05

T.W. = Trust to Work Team, T.W.S.= Trust to Work Setting, T. M. = Trust to Management, I of POS= Perceived Organizational Support, O .C. = Level of Organizational Commitment , C. S. = Commitment to School, C. T.= Commitment to Teaching , C. P. = Commitment to Profession, C. W.T. = Commitment to Work Team

Results of the correlation analysis indicate all three variables are correlated. Based on this correlation, a regression analysis was carried out to determine the effects of each variable on the other two.

5.1. Effect of Organizational Trust on Multidimensional Organizational Commitment: Quality of the relationship and trust among employees in people oriented organizations are significant factors in organizational goal attainment. Therefore, teachers' trust in each other as well as in management could be considered to increase their organizational commitment. A regression analysis was carried out to investigate the effect of trust on organizational commitment and the effect of sub-dimensions of trust on the sub-dimensions of Multidimensional organizational commitment was also analyzed. The results of the analysis show that organizational trust is a significant predictor of organizational commitment.

5.1.1 Effect of Trust to Work Team on Multidimensional Organizational Commitment: Trust among teachers has a significant role in their commitment. The results of the regression analysis regarding the effect of trust to work team on organizational commitment indicate that trust to work team is a significant predictor of organizational commitment ($F=463,537$, $R=0,773$, $R^2=0,597$, $p=,000$). Trust to work team explains 60% of the total variance of Multidimensional organizational commitment.

5.1.2 Effect of Trust to Work Setting on Multidimensional Organizational Commitment: According to the results of regression analysis, trust to work setting increases teachers' level of organizational commitment ($F=236,784$, $r=0,656$, $R^2=0,431$, $p=,000$). Trust to work setting explains 43% of the total variance of Multidimensional organizational commitment.

5.1.3. Effect of Trust to Management on Multidimensional Organizational Commitment: The management and their practices play a significant role in teachers' organizational commitment. Results of the regression analysis regarding the effect of trust to management on teachers' organizational commitment supports this view ($F=47,055$, $R=0,362$, $R^2=0,131$, $p=,000$). Trust to management explains 13% of the total variance of Multidimensional organizational commitment.

5.1.4. Effect of Trust to Management on Commitment to Teaching: Teachers' trust to management could influence their job performance positively. According to the results of simple regression analysis, trust to management has a significant effect on commitment to teaching ($F=42,310$, $r=0,345$, $R^2=0,119$, $p=,000$). Trust to management explains 12% of the total variance of commitment to teaching.

5.1.5. Effect of Trust to Management on Commitment to Profession: According to the results of simple regression analysis, trust to management has a significant effect on commitment to profession ($F=26,532$, $r=0,280$, $R^2=0,078$, $p=,000$). Trust to management explains % 08 of the total variance of commitment to profession.

5.1.6. Effect of Trust to Management on Commitment to Work Team: Relationship between management and teachers inevitably influences the relationship among teachers. Teachers' trust to management could affect the

relationship among teachers. The results of the regression analysis support this view indicating that trust to management is a significant predictor of commitment to work team ($F=15,674$, $r=0,218$, $R^2=0,048$, $p=,000$). Trust to management explains % 5 of the total variance of commitment to work team .

5.1.7. Effect of Trust to Management on Commitment to School: According to the results of correlation analysis, there is not a significant correlation between these two variables ($F=3,434$, $R=0,104$, $R^2=0,011$, $p=,065$).

5.1.8. Effect of Trust to Work Setting on Commitment to School: Teachers perceptions regarding work climate might influence their perceptions of organizational goals and practices. A positive perception of work climate might positively affect teachers' attitude towards organizational goal attainment. Results of the regression analysis justify this view ($F=96,381$ $r=0,485$, $R^2=0,235$, $p=,000$). Trust to work setting explains % 24 of the total variance of commitment to school.

5.1.9. Effect of Trust to Work Setting on Commitment to Teaching: Trust to work setting was found to affect commitment to teaching significantly ($F=99,231$, $r=0,491$, $R^2=0,241$, $p=,000$). Trust to work setting explains % 24 of the total variance of commitment to teaching.

5.1.10. Effect of Trust to Work Setting on Commitment to Work Team: Trust to work setting was found to affect commitment to work team significantly ($F=146,717$, $r=0,565$, $R^2=0,319$, $p=,000$). Trust to work setting explains % 32 of the total variance of commitment to work team.

5.1.11. Effect of Trust to Work Team on Commitment to School: Trust to work team was found to affect commitment to school significantly ($F=132,981$, $r=0,546$, $R^2=0,298$, $p=,000$). Trust to work team explains % 30 of the total variance of commitment to school.

5.1.12. Effect of Trust to Work Team on Commitment to Teaching: Trust to work team is considered to influence productivity especially in cooperative tasks. Trust to work team was found to have a significant effect on commitment to teaching ($F=173,693$, $r=0,597$, $R^2=0,357$, $p=,000$). Trust to work team explains % 36 of the total variance of commitment to teaching.

5.1.13. Effect of Trust to Work Team on Commitment to Profession: Teaching profession requires an intensive relationship among colleagues. Therefore, relationship between teachers has a significant role in their commitment to profession. Trust to work team was found to have a significant effect on commitment to profession ($F=232,082$, $r=0,653$, $R^2=0,426$, $p=,000$). Trust to work team explains % 43 of the total variance of commitment to profession.

5.1.14. Effect of Trust to Work Team on Commitment to Work Team: Trust among teachers and their respect to each other is essential in creating a team spirit and conformity. As a result of the simple regression analysis regarding the effect of trust to work team on commitment to work team, trust to work team was found to have a significant effect on commitment to work team ($F=180,355$, $r=0,605$, $R^2=0,366$, $p=,000$). Trust to work team explains % 37 of the total variance of commitment to work team.

5.2. Effect of Perceived Organizational Support on Multidimensional Organizational Commitment: School management's support is significant in motivating them to work. Regression analysis indicates that as teachers' level of perceived organizational support increases; they become more committed to organization. According to the results of the simple regression analysis regarding the effect of perceived organizational support on commitment, perceived organizational support has a significant effect on organizational commitment ($F=2.67$, $R=0,100$, $R^2=0,022$, $p=,094$). Perceived organizational support explains 2% of the total variance of organizational support.

5.2.1 Effect of Perceived Organizational Support on Commitment to School: The results of the regression analysis show perceived organizational support does not have a significant effect on teachers' commitment to school ($F=0,160$ $R=0,007$, $R^2=0,000$, $p=,901$).

5.2.2. Effect of Perceived Organizational Support on Commitment to Teaching: According to the results of the regression analysis, perceived organizational support does not have a significant effect on teachers' commitment to school ($F=0,003$, $R=0,003$, $R^2=0,000$, $p=,959$).

5.2.3. Effect of Perceived Organizational Support on Commitment to Profession: Management support has a defining role in teachers' perceptions concerning their teaching competencies. Teachers who get efficient support from their managers are considered to be more competent in their profession. It is found that perceived organizational support has a significant effect on teachers' commitment to profession ($F=5,061$, $r=0,126$, $R^2=0,016$, $p=,025$). Perceived organizational support explains 02% of the total variance of commitment to profession, which support the view mentioned earlier.

5.2.4. Effect of Perceived Organizational Support on Commitment to Work Team: Managements' support is considered to influence the relationship among teachers. A school manager can strengthen teachers' group consciousness through playing a constructive role in the relationship among teachers. The finding that perceived organizational support affect teachers' commitment to work team justify this view ($F=24,761$, $r=0,271$, $R^2=0,073$, $p=,000$). Perceived organizational support explains 7% of the total variance of commitment to work team.

5.3. Effect of Organizational Trust on Perceived Organizational Support: Teachers' trust to management could influence perceived organizational support. Regression analysis has revealed results supporting this view.

5.3.1. Effect of Trust to Management on Perceived Organizational Support: Simple regression analysis indicate that trust to management affects perceived organizational support significantly ($F=67,186$, $r=0,420$, $R^2=0,177$, $p=,000$). Trust to management explains 18% of the total variance of perceived organizational support.

5.3.2. Effect of Trust to Work Setting on Perceived Organizational Support: Trust to work setting has been found to affect perceived organizational support ($F=19,307$, $R=0,241$, $R^2=0,158$, $p=,000$). Trust to work setting explains 16% of the total variance of perceived organizational support. This finding justifies the view that teachers' trust to work setting strengthens their perceived support.

5.3.3. Effect of Trust to Work Team on Perceived Organizational Support: Teachers' trust in each other and a positive relationship among teachers could increase managements support on teachers. According to the results of simple regression analysis, teachers' trust to work team affect perceived organizational support significantly ($F=28,264$ $R=0,288$ $R^2=0,183$, $p=,000$). Trust to work team explains 18% of the total variance of perceived organizational support.

6. Discussion

This study aimed to investigate the relationship between teachers' organizational trust, organizational commitment and perceived organizational support. It was assumed that teachers' trust affects their commitment to organization and the sub-dimensions of organizational commitment. According to the findings of the study, organizational trust has a significant effect on organizational commitment. Organizational trust explains 31% of the total variance of organizational commitment. This finding supports the fact that trust has a significant role in teachers' putting more effort than expected without an expectation of reward in return. When the effects of sub-dimensions of organizational trust on Multidimensional organizational commitment analyzed, it can be seen that each sub-dimension has a distinct effect on organizational commitment. Trust to management affect commitment to

organization ($\beta=.36$), work ($\beta=.35$), profession ($\beta=.28$), and work group ($\beta=.21$) respectively. Trust was not found to affect commitment to school significantly.

6.1. Effect of Organizational Trust on Multidimensional Organizational Commitment: Organizational Trust was found to effect commitment to organization ($\beta=.66$), work group ($\beta=.66$), work ($\beta=.49$) and school ($\beta=.48$) respectively. Organizational trust was not found to affect commitment to profession. Trust to work team was found to affect Multidimensional organizational commitment significantly ($\beta=.77$) as much as it effects commitment to profession ($\beta=.65$), work group ($\beta=.61$), work ($\beta=.60$), and school.

6.2. Effect of Organizational Trust on Perceived Organizational Support: when employees feel psychologically and physically safe in their work environment, they could have a higher level of perceived organizational support. Teachers' trust in organization affect their level of perceived organizational support ($\beta=.31$). Perceived organizational trust is significantly affected by trust to management ($\beta=.42$), trust to work team ($\beta=.29$), and trust to work setting ($\beta=.24$) respectively.

6.3. Effect of Perceived Organizational Support on Multidimensional Organizational Commitment: In school context where there are intensive human relations, teachers' level of commitment is affected by the level of support they receive. Perceived organizational support affects teachers' commitment to work team ($\beta=.27$), to profession ($\beta=.13$), to organization ($\beta=.10$) respectively.

A number of different studies also state that perceived organizational support has an important effect on organizational commitment (Aube et.al., 2007; Bishop et.al., 2000; Eisenberger et al., 1986; Settoon, Bennett, & Liden, 1996; Wayne, Shore, & Liden, 1997).

When workers are treated well, they work harder in return for the realization of organizational objectives and their level of organizational commitment increases as a result.

Previous research in literature has not focused on the relationship between organizational image and organizational trust in Turkey or in any other countries, which makes this research important. This research is also important for it was carried out in educational institutions.

Educational institutions are keystones of a country, which makes it necessary for them to always work for the better. Schools that are well respected and trusted by people; that employ satisfied workers working in a positive communication setting are going to be successful. The achievement of educational institutions will be the key of the achievement of other organizations in the long term.

References

- Allen, N.J. ve Meyer, J.P. (1990). The Measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of Occupational Psychology*, 63, 1-17.
- Aube, C., Rousseau, V., Morin, E. M., (2007). Perceived organizational support and organizational commitment The moderating effect of locus of control and work autonom, *Journal of Managerial Psychology*, 22(5), 479-495.
- Bishop, J. W., Scott, K. D., Burroughs, S. M. (2000). Support, commitment, and employee outcomes in a team environment, *Journal of Management*, 26(6), 1113-1132.
- Celep, C. (2000). *Egitimde orgutsel adanma ve ogretmenler*. Ankara: Ani Yayincilik.
- Celep, C. (2004). *Egitim orgutlerinde çok boyutlu is etigi ve orgutsel adanmislik*. 13. Ulusal Egitim Bilimleri Kurultayi, İnönü Üniversitesi'nde sunulan bildiri, Malatya.
- Cook, J & Wall, T. (1980). New work attitude measures of trust, organizational commitment and personal need nonfulfillment. *Journal of Occupational Psychology*, 53, 39-52.
- Covey, S. (1990). *The seven habits of highly effective people*. New York: Simon and Schuster.

- Cummings, L.L. & Bromiley, P. (1996). The organizational trust inventory (OTI): Development and validation. In R.M. Kramer & Tyler (Eds.). *Trust in Organizations: Frontiers of Theory and Research*. Thousand Oaks, CA: Sage Publications.
- Curtis, S. & Williams, J. (2002). The reluctant workforce: undergraduates' part-time employment. *Education and Training*, 44, 5-10.
- Eisenberger, R., Huntington, R., Hutchison, S. & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, 71, 500-507.
- Fairholm, G.W. (1994). *Leadership and the Culture of Trust*. Westport. Praeger.
- Fallick, B. C. (1999). Part-time work and industry growth. *Monthly Labor Review*, March, 22-29.
- Feldman, D. C. (1990). Reconceptualizing the nature and consequences of part-time work. *Academy of Management Review*, 15, 103-112.
- Feldman, D. C. & Doeringhaus, H. I. (1992). Missing persons no longer: managing part-time workers in the '90s. *Organizational Dynamics*, 21, 59-72.
- Koeszegi, S.T. (2004). Trust-building strategies in inter-organizational negotiations, *Journal of Managerial Psychology*, 19, 640-660.
- Mathieu, J. E. & Zajac, D. M. (1990). A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitment. *Psychological Bulletin*, 108 (2): 171-194.
- Mayer, R.C., Davis, J. & Schoorman, D.F. (1995). An integrative model of organizational trust. *Journal of Academy of Management Review*, 20, 709-734.
- Mowday, R. T., Porter, L. W. & Steers, R. M. (1982). *Employee-organizational linkages: The psychology of commitment, absenteeism, and turnover*. New York: Academic Pres.
- Newby, J. M. (1980). Study supports hiring more part-time RNs. *Hospitals*, 55, 66-69.
- Nollen, S. D., Eddy, B. B. & Martin, J. H. (1978). *Permanent part-time employment: The manager's perspective*. New York: Praeger.
- Polat, S. (2007). *Ortaogretim ogretmenlerinin orgutsel adalet algilarinin, orgutsel guven duzeyleri ile orgutsel vatandaslik davranislari arasindaki iliski*. Yayinlanmamis Doktora Tezi, Kocaeli Universitesi Sosyal Bilimler Enstitusu, Kocaeli.
- Settoon, R. P., Bennett, N. & Liden, R. C. (1996). Social exchange in organizations: Perceived organizational support, leader-member exchange, and employee reciprocity. *Journal of Applied Psychology*, 81: 219-227.
- Shaw, R.B. (1997). *Trust in the balance: Building successfull organizations on results, integrity and concern*, San Francisco: Jossey-Bass Publishers.
- Shea, G. (1984). *Building trust in the workplace*. Newyork: AMA Membership Publications Division.
- Sonnenberg, F.K. (1994). *Managing with a conscience*. New York: McGraw-Hill.
- Tilly, C. (1991). Reasons for the continuing growth of part-time employment. *Monthly Jjibor Review*, March, 10-18.
- Wayne, S. J., Shore, L. M. & Liden, R. C. (1997). Perceived organizational support and leader-member exchange: a social exchange perspective. *Academy of Management Journal*, 40, 82-111.
- Whitener, E., Brodt, S.E., Korsgaard, M.E. & Werner, J.M. (1998). Managers as initiators of trust: an exchange relationship framework for understanding managerial trustworthy behavior. *Academy of Management Review*. 23(3), 513-531.

Appendix

7.1 Appendix A

Table 1. Factor Analysis of Teachers' Multidimensional Organizational Commitment Scale

Dimensions	Factor Loadings
Commitment to Teaching Profession	
1. I am proud to tell others that I work as a teacher	0,85
2. Teaching is an ideal job for me	0,77
3. I want to get an important position in teaching	0,74
4. I can continue teaching even if I do not have to work for a living	0,74
5. Teaching values are superior to other work values	0,71
6. Choosing teaching as a profession was the best decision I made in my life	0,69
Commitment to Teaching	
7. I spend time for my students outside class hours	0,78
8. I put additional effort to make my less successful learners more successful	0,77
9. I try to learn about my student's family life.	0,68
10. I try to do my best at school by putting my best effort for teaching	0,63
11. I do not need any other force to be punctual for class hours.	0,63
12. I enjoy teaching	0,61
13. When I am left behind my schedule, I try to make additional lessons.	0,60
Commitment to Work Team	
14. I am a close friend of my colleagues	0,74
15. I spend time with my colleagues outside school	0,63
16. My colleagues think that I am their close friend	0,63
17. I am proud to talk about my colleagues to others	0,57
18. I like being with my colleagues in break time	0,56
19. I do not approve of the quality of the relationships at this school	0,55
Commitment to School	
20. I am proud of this school	0,73
21. This school is the best when compared to others	0,71
22. This school encourages me to try harder for my job	0,65
23. I do more than I am asked for at this school	0,60
24. I really care for the future of this school	0,59
25. I can change the lesson I teach even if it is not related to my branch just to continue working at this school.	0,55
26. I do not approve of the attitude of the management towards teachers	0,54
27. I do not approve of the quality of the relationships at this school	0,53

Table 2. Factor Analysis Results of Organizational Trust Scale

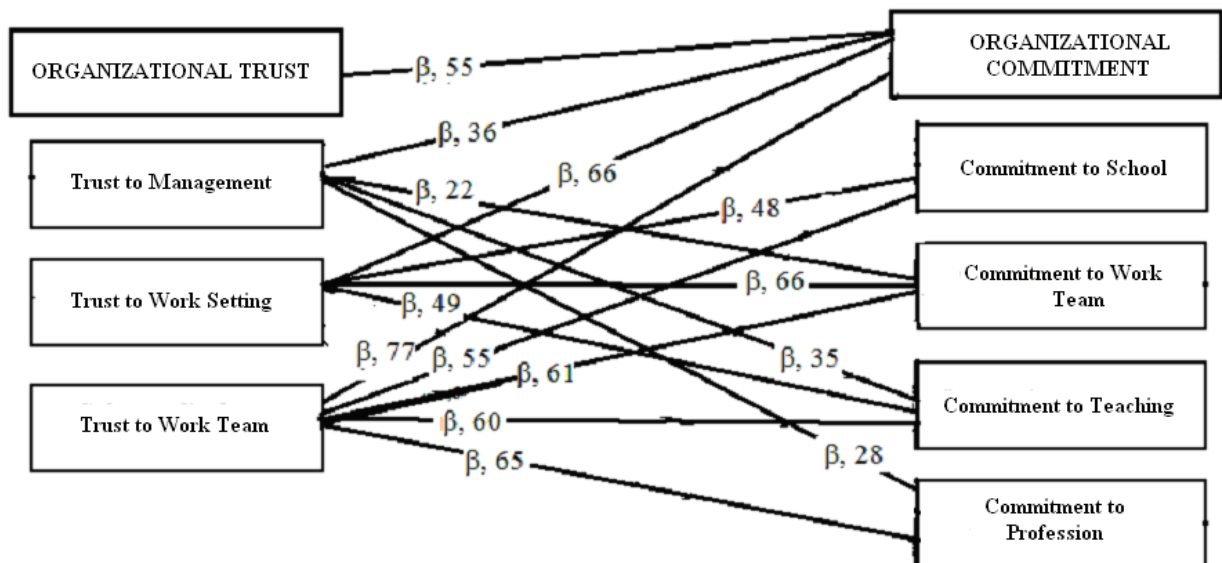
Dimensions	Factor Loadings
Trust to Work Team	
1.I believe my colleagues do their job well	0,88
2.I believe my colleagues are ready to share any information I need in my job	0,88
3. Teachers in this school think that their colleagues are reliable	0,74
4. Teachers in this school feel that achievements are appreciated	0,72
5.I believe that my colleagues are sincere about their feelings for me	0,71
6. Most of the teachers in this school believe that they are going to get support from their colleagues when they need it	0,71
7.I believe that my colleagues really care for my ideas	0,71
8. I believe that my colleagues are ready to support me when I have a problem	0,68
9. I think that my colleagues are reliable even in different settings	0,67
10. I feel secure when my colleagues appreciate my achievements	0,67
11.I believe that my colleagues behave ethically all the time	0,66
12.I think that my colleagues Show respect for and do not share personal information	0,65
Trust to Work Setting	
13.I believe that abilities and accomplishments of workers are appreciated and awarded in this school	0,87
14.I feel support to do my job better	0,87
15. My colleagues believe that they are treated fairly	0,82
16.I have positive feelings regarding the future of my school	0,80
17.I know that my deeds are going to be appreciated all the time	0,80
18.I believe that knowledge and information are always shared in my school	0,79
19.I know that my school acts according to previously set plans	0,77
20. People generally believe that my school is improving	0,75
21.I believe that ideas of people are valued in this school and this makes me state my ideas without hesitation	0,73
22. It is generally accepted that people's ideas are valued in this school	0,73
23.I believe that my institution is fair to its workers	0,68
24.I believe that my school offers a supportive environment	0,64
Trust to Management	
25.I believe the management acts in accordance with previously given promises	0,80
26. Most of the teachers in this school trust our manager	0,79
27.I believe that my managers behaves consistently	0,76
28.I believe my manager always behaves in good will	0,63
29. Teachers at this school believe that the management offers realistic solutions to problems	0,75
30.I think my manager appreciates my extra efforts	0,70
31. I believe that my manager keeps personal decisions secret	0,64
32. I believe that my managers keeps his promises	0,63
33. I know that my manager is ready and reachable when I need him/her	0,53
34. I feel that my manager is ready to listen to me whenever I need	0,52
35.I believe that my manager sees the teachers as responsible beings and does not need to control them	0,51
36. The teachers with good performances are usually awarded in this school	0,50

Table 3. Factor Analysis Results of Perceived Organizational Support Scale

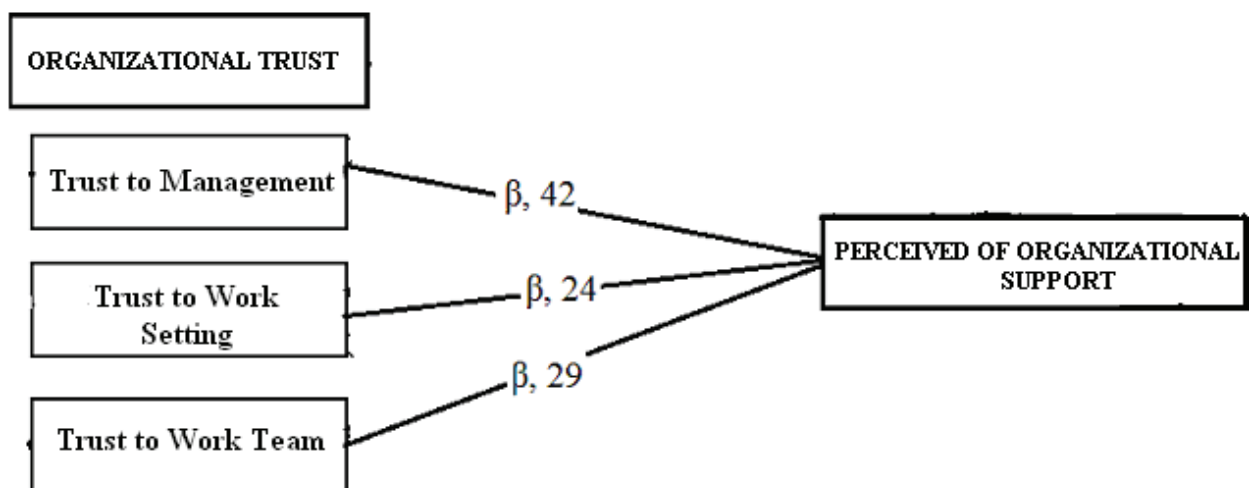
Dimensions	Factor Loadings
Perceived Organizational Support Cronbach Alpha .77	
1. My manager does not care for me at all	0,76
2. Even if I do my best, my manager does not pay attention to me	0,72
3. My manager cares for my job satisfaction	0,57
4. My manager ignores all my complaints	0,56
5. My manager does not appreciate my actions at all	0,54
6. My manager cares for my contribution to school	0,53
7. My school manager is really interested in my well being	0,52
8. My manager is proud of my accomplishments	0,51

7.2 Appendix B

Model 1. Correlation Model of Organizational Trust, Multidimensional Organizational Commitment



Model 2. Correlation Model of Organizational Trust and Perceived Organizational Support



Model 3. Correlation Model of Perceived Organizational Support and Organizational Commitment